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ABSTRACT

Project ASSERT, an experimental project conducted at San Diego State University (California), was designed to prepare, demonstrate, and disseminate strategies to increase the participation of women and minorities in education research. The program trained faculty researchers in advanced research methodologies and provided practitioners with research skills. The training program for faculty researchers was a series of special projects symposia led by well-known researchers in education and other disciplines. Faculty researchers were given fellowships to pursue research on issues that affected minorities and women. Training for the practitioner participants consisted of intensive study and instruction from the faculty researchers, who acted as their mentors. Practitioners were given research associate internships. Research areas addressed by the practitioners are listed and described. Appendixes contain: (1) the selection procedures for mentors and practitioners; (2) material on research workshops and courses; (3) research load assignments; (4) a list of four symposia topics; (5) a sample of an article written about the project; and (6) names and addresses of participants. (Authors/FG)

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FINAL REPORT

Project ASSERT
Advanced and Specialized Study in Educational Research Techniques

Prepared
by
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and
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Program on Women and Minorities
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PROJECT IDENTIFICATION

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I. ABSTRACT

The experimental project reported herein was designed to prepare, demonstrate and disseminate strategies to increase the participation of women and minorities in educational research. Specifically, the program trained faculty researchers in advanced research methodologies and provided district professionals with the skills to conduct educational research. The training program for faculty researchers comprised a series of Special Projects symposiums led by well-known researchers in Education and other disciplines. Training for practitioner participants consisted of intensive study and instruction from faculty mentors.

In addition to research training, faculty were given post-doctoral fellowships to pursue research in areas that included issues affecting minorities and women. Practitioners, on the other hand, were given research associate internships.

As an experimental and demonstration program, a principal goal of the project was to disseminate its findings to the research and education communities at large. This has been done in the form of faculty and intern research reports, articles, position papers, occasional papers, conference presentations, project reports, and publishable research monographs. Through the widespread dissemination of such products, more knowledge has been made available concerning strategies to augment the research opportunities for women and minorities.

II. STATEMENT OF THE PROBLEM

Opportunities for advanced study and research on educational problems have been limited for women and members of minority populations. Some of the barriers to their participation have involved the policies and practices of educational institutions of higher learning and school districts. There have been few experimental programs addressing these limitations, and consequently more knowledge needs to be compiled, published and dissminated for use by universities and public school systems as minority persons and women are trained in the areas of research in education.

Many different barriers have contributed to the lack of participation by women and minority persons in advanced study and research. Patricia Sexton's Women in Education (1976) cites such examples as the lack of models in research who are women or minority persons, the lack of encouragement for women to take educational administrative positions, the need to be encouraged to enter fields that have traditionally been dominated by men, and the lack of interaction with faculty in research positions.

An NIE Report entitled Minority Women in Research in Education (February, 1978) includes a self study of academic women who identify the barriers that affected them. These include (1) unavailability of tutorial assistance, (2) lack

of personal support and encouragement from teachers and advisors, (3) lack of financial support, (4) lack of opportunities to work with women with leadership skills as mentors and sponsors, and (5) lack of courses in research methods, educational administration, mathematics, and statistics in research evaluation.

The Women's Educational Equity Program, based on Public Law A3-380, Sec. 408, has as its goals the achievement of responsiveness by educational institutions, programs, curricula, policy makers, administrators, instructors, and other personnel to the needs, interests, and concerns of women arising from inequitable educational policies and practices.

Frea Sladek, in her master's thesis, Career Planning Problems-A Theoretical Model, states that while young men often benefit from the nonparental career role model offered by a mentor, not so often does a woman. She further states that "women find few women mentors available and it is rare for a man to choose a woman as a protege."

The American Educational Research Association, in the November, 1977, issue of their journal, Educational Researcher, stated that generally, faculty are not too concerned with the "how-to-do-it" aspects of proposal development and writing or of grantsmanship in general. This lack of emphasis reflects the need within educational institutions to develop experimental

programs in research so that significant gaps in such skills areas as grant writing can be recognized and remedied. Other limitations within institutions which affect the participation of women and minorities in research include (1) severe limitations on funding for release time, (2) the absence of opportunities to acquire on-the-job research experience and training through a mentor-model working relationship, (3) lack of a forum situation in which faculty and researchers can informally exchange research findings, developments and opportunities, (4) failure to assess the research skills of faculty and to provide for their upgrading to the benefit of both the faculty and their students so they progress in the field of educational research.

Patricia Graham, in her address to AERA in March, 1978, articulated the need for "more balanced ways to involve research of practitioners in grants programs." Traditionally, educators in the field have not been tapped as resources, nor have their research skills been developed. In fact, the November, 1977, AERA Conference Report states that "women are disadvantaged by the lack of training in quantitative methods, applied research skills, administration and managerial skills and grant procurement techniques." (p.4) However, these individuals may be a valuable resource for much needed investigation in areas such as (1) evaluation of educational programs, (2) defining empirical questions, and (3) examining barriers

which prevent the increased participation of minority persons and women in research. In addition, there are public demands for school district accountability. Specifically, administrators need information on which to make decisions regarding resource allocations. Federal and state requirements for evaluation, based on such legislation as California AB 1329 and the Supreme Court Lau v. Nichols decision, must be met. The above findings indicate the need for school districts to train more women and minority researchers and to encourage those who already have skills in hand to train others.

The U.C.L.A. publication, Chicanos in Higher Education: Status and Issues reflects the fact that minorities in research positions are hampered by their limited representation in faculty and administrative positions in U.S. colleges and universities, especially in higher level administrative positions in other than minority oriented programs. In 1976, when that U.C.L.A. publication was written, the total number of Chicano faculty in the U.S. was little over 700, despite increases of the former five years. Most of those were not on tenure track positions and many did not hold doctoral degrees.

Funding is cited as the most critical limitation to minorities in their roles in higher education. Financial assistance for minority students at the graduate level is needed, as reflected in a survey at Stanford University in which 88% of the Chicano graduate students in the survey

were from families whose income was less than $10,000. Availability of funds for researching and writing a dissertation is often the sole determinant of a grauate student's ability to complete a doctoral program.

Specifically regarding research, the report states that, "Faculty need resources to increase their release time, to assist them in the research process, and to facilitate the preparation of manuscripts for publication. Moreover, there is a close relationship between the amount of funds available to finance research and the quality of research which is produced." (pp. 30-31)

Finally funding is discussed in terms of the limited publication opportunities of minorities. "... Publication of Chicano related research is tied closely to the whims of publishers, whether the materials are saleable, or what is in vogue at the moment." (p. 31) This problem has contributed to the general lack of information available regarding women and minority persons in educational research.

In conclusion, the literature cites the need for (1) more women and minorities at all levels of educational research; (2) research training to be developed within educational institutions; (3) funding for advanced study, research and publications; and (4) increasing the information available regarding the development of women and minorities in educational research.

III. THE MENTORSHIP MODEL

A significant vehicle used in this demonstration project to increase the research opportunities for women and minorities was the mentorship model format of the research activities. A need which is cited repeatedly in the literature is the lack of role models for women and minority researchers. Through the mentor relationship, each practitioner research associate was paired with a faculty researcher. The nature of this relationship embodied an alternative approach to instruction. It was reciprocal in that both faculty researcher and practitioner were involved in a research problem that was of interest to both of them. Hence, rather than the traditional doling of information by one to the other, the mentor and intern learned from each other and enriched their body of knowledge from the interaction.

IV. OBJECTIVES

The objectives of this experimental project were directly tied to the problem areas identified in the previous problem statement. A primary focus of need exists in institutional policies and practices regarding the availability of research opportunities for minorities and women. More specifically, educational institutions, whether universities, colleges, or school districts, do not provide sufficient financial support, research training, or role models for the potential women and minority researcher. Project ASSERT was designed to create change at the college and university level by providing women and minority faculty needed support for research endeavors. Financial support took the form of release time to conduct research, computer time allocation and availability of materials. Institutional change at the school district level was addressed by providing selected middle-level, decision-making educators with research associateships which involved intense study, field work, and application of skills by conducting research under the supervision/guidance of a faculty mentor.

Other needed changes were directly tied to the development of research skills. ASSERT provided specialized post-doctoral training for faculty researchers through the Special Projects symposia. Practitioners received intensive research

training through institutes and seminars, conducted by a wide range of faculty at San Diego State University. Specific skill needs, as cited in the Statement of the Problem, were in areas of empirical research, educational evaluation, and proposal writing and procuring of funding.

A. OBJECTIVES/ACTIVITIES/ASSESSMENT

This component of the project had as its mission to increase the participation of minorities and women in educational research by providing intensive study and research opportunities to selected middle-level, administrative school district personnel.

The following topics were addressed in this section of the project:

1.0 The Development Period
2.0 The Faculty Participant
3.0 The Practitioner Participant
4.0 The Research Training Programs
5.0 Evaluation
6.0 Dissemination of Information and Findings

COMPONENT 1.0: THE DEVELOPMENT PERIOD

Objective 1.1: Recruit and select faculty researchers from within the College of Education at San Diego State University who were committed to the development of educational research emphasizing women and minorities. (See Appendix A.)

Activities: The following activities took place to meet objective 1.1:

1.1.1 Identified a pool of faculty persons from whom mentors were selected by circulating announcements, making personal contacts with prospective faculty participants, and announcing in various campus bulletins.

1.1.2 Selected faculty mentors according to the following criteria:

a) Commitment to educational research

b) Willingness to act as mentors,

c) Interest in questions affecting minorities and women.

d) Experience in school settings.

e) Doctorate in Education or related discipline.

1.1.3 Orientation of faculty participants to the goals of the project

Objective 1.2: Recruit and select practitioners primarily women and minorities who were working in middle-level, decision-making positions in school districts.

(See Appendix B.)

Activities: The following activities took place to meet objective 1.2:

1.2.1 Recruited district personnel by sending announcements to districts and by making personal contacts with superintendents and directors of personnel.

1.2.2 Selected district participants according to the following criteria:

a) Personal statement.

b) 3 to 5 years program development experience.

c) Teaching credential and (preferable) a Masters Degree in Education.

d) Commitment to educational research.

e) Commitment to development of research skills

f) Interest in questions affecting minorities and women in research.

1.2.3 Orientation of practitioner participants to goals of the project

Objective 1.3: Develop the research training curriculum and seminar topics. (See Appendix C.)

Activities: The following activities took place to meet objective 1.3:

1.3.1 A needs assessment was conducted to determine faculty and practitioner research skills and interests.

1.3.2 Project principal investigators reviewed literature related to the participation of women and minority persons in educational research.

1.3.3 Staff and faculty reviewed other research training programs currently or recently conducted.

1.3.4 Attended conferences to obtain additional information relative to research training.

1.3.5 Several orientation and planning sessions took place with faculty mentors and practitioners.

COMPONENT 2.0: THE FACULTY RESEARCHER AND MENTOR

Objective 2.1: Will be released on a part-time basis to conduct needed research on educational issues, especially those affecting minorities and women. (See Appendix D.)

Activities: The following activities took place to meet objective 2.1:

2.1.1 Faculty candidates submitted prospectus of intended or ongoing research activity.

2.1.2 Faculty conducted studies in educational research which had a bearing on women and minorities.

2.1.3 Faculty modeled the role of educational researcher for the Research Associate.

2.1.4 Faculty researchers shared the research process with project participants in seminar discussions.

2.1.5 Faculty researchers disseminated their research results in scholarly journals, position papers and conference presentations.

COMPONENT 4.0: THE RESEARCH TRAINING PROGRAM

Objective 4.1: Special Projects Symposia to provide specialized training in research methods, ideologies, and current research problems, for faculty participants as well as practitioners. (See Appendix E.)

Activities: The following activities took place to meet objective 4.1:

4.1.1 Experts in various research disciplines were invited to share their theories, research and publications with project participants and the academic community at San Diego State University.

COMPONENT 5.0: THE DISSEMINATION OF INFORMATION AND FINDINGS

Objective 5.1: To publish and disseminate project achievements to increase knowledge about barriers to participation of women and minorities in educational research. (See Appendix F.)

Activities: The following activities took place to meet Objective 5.1

5.1.1	Write research to NIE and University.
5.1.2	Position papers to academic community.
5.1.3	Occasional papers through professional publications.
5.1.4	Dissemination through presentations at local and regional meetings.

COMPONENT 6.0: EVALUATION

Objective 6.1: External evaluation of the program's impact in increasing the participation of women and minorities in educational research. (See Appendix I.)

Activities: The following activities have taken place to meet Objective 6.1.

6.1.1 External evaluator was identified and hired.

6.1.2 Evaluator examined program objectives and their relevance to the training of ethnic minorities in educational research and evaluation.

6.1.3 Evaluator examined program activities in the areas of instruction, faculty mentor and intern involvement, administrative and program development and their relevance to program goals.

6.1.4 Evaluator identified program input and training strategies.

6.1.5 Evaluator identified those program variables which enhanced the effectiveness of the project.

Evaluation Report is being submitted separately.

V. RESEARCH ACTIVITIES BY ASSERT PARTICIPANTS

There were two cohorts of mentors and practitioners involved in the ASSERT Project. The first cohort was funded for the years 1979 and 1980. The second cohort was funded for 1981. The second cohort was smaller in number of people participating and also in terms of the amount of money assigned to each participant. (For further information, see Budget Report, which will be submitted in May, 1982.) A complete list of ASSERT Participants appears in Appendix G.)

Listed below are the areas of research addressed by the co-principal investigators and by the two cohorts of researchers:

First Cohort: Research Activities Conducted During First and Second Fiscal Year

Eight faculty members from the College of Education at San Diego State University, and six school district personnel were engaged in research activities intended to enhance their knowledge in the area of educational research.

The six participants from the school district, identified as "practitioners" in this research project, worked on a team basis with faculty members identified as "mentors." Each team worked on a research topic of their interest.

The two project directors worked on two different research topics, and also were in charge of administrative and logistic

tasks of the project.

Listed below are the eight areas of research addressed by the project personnel:

"Value Patterns and High Achieving Non-White Students"

Norman Chambers and Elizabeth Cuen

The purpose of this study was to assess the value patterns of high-achieving non-white high school students. Additionally, this study examined the relationship between values and academic achievement.

"Writing Level Competencies of Limited English-Speaking Hispanic Students"

Natalie A. Kuhlman and Mary Lou Gaulden

This design analyzed the writing characteristics of limited-English-speaking Hispanic students at the eighth, tenth, and freshman college levels. Specific goals were to correlate written and oral language skills and to identify discourse categories as a way to evaluate the writing samples.

"Training Minorities and Women"

Alfredo Merino and Dimple Morrison

A needs assessment was conducted which showed patterns of administrative leadership in school districts. In addition, needs in terms of increased participation of minority people in decision making positions were assessed. Recommendations were

made as to the need for training and retraining minority school administrators in school districts.

"Oral Productivity of Derivational Morphemes in Bilingual Children"

Cynthia D. Park and Aida Davies

Bilingual and monolingual English speakers and Spanish speakers in grades two through six were tested individually on an instrument probing the subject's knowledge (i.e. comprehension, segmentation and production of derivational morphemes). The purpose of the study was to increase our knowledge about the language development of the bilingual child in terms of vocabulary development.

"Women and Minorities in Instructional Media: Their Impact on Fourth and Sixth Graders"

Allsion Rossett and Celia Acuña

This study examined what fourth through sixth grade students learn from media materials which depict minorities and women in traditional and non-traditional roles. In addition, it examined the effects of these two formats on students' acquisition of cognitive and affective contents as well as the impact on their attitudes towards the role of women and minorities in our society.

"Sex Roles and Educational Functioning of Mexican-American Women"

María Nieto Senour and Mary M. Carrillo

The purpose of this study was to examine the sex role attributes and attitudes of Mexican American women and their influence in their educational settings. A sample of high school and junior college Mexican American women was selected as subjects. One of the goals of this study was the development or adaptation of research instruments appropriate for this population of minority women.

"Empirically Defined Competencies for the Effective Bilingual Teacher"

Ana María Rodríguez, Nena Tórrez and Lupe Valladolid

In this study, bilingual teachers were interviewed to differentiate which set of competencies were demonstrated by superior bilingual teachers as compared to average bilingual teachers. Content analysis of detailed episodic descriptions elicited through interviews yields a synthesis of empirically defined competencies for bilingual teachers.

"Research Methods for Speech Elicitation"

Ricardo J. Cornejo, Beatriz Arreola, Caryn Najar, and Alice Weinstein

This research project had as a goal to identify/develop a series of techniques intended to facilitate spontaneous speech

in bilingual children. These techniques were developed in order to contribute to the body of knowledge in the area of oral language and reading in bilingual children, and transferability of reading skills from L_1 to L_2.

PARTICIPANTS IN PROJECT

PARTICIPANTS IN THE 1979-80 ASSERT PROJECT RESEARCH ACTIVITIES

NAME	POSITION	ETHNIC IDENTIFICATION	LANGUAGES SPOKEN
Ricardo J. Cornejo	Professor, Multicultural Education	Hispanic	English-Spanish
Ana María Rodríguez	Chair, Multicultural Education	Mexican American	English-Spanish
Norman Chambers	Professor, Afro-American Studies	Black American	English-French
Natalie Kuhlman	Assistant Professor, Multicultural Education	Anglo American	English-Spanish
Alfredo Merino	Professor, Educ. Admin.	Mexican American	English-Spanish
Cynthia Park	Associate Professor, Secondary Education	Puerto Rican American	English-Spanish
Allison Rossett	Professor, Educational Technology	Anglo American	English-French
María Nieto Senour	Associate Professor, Counselor Education	Mexican American	English-Spanish

NAME	POSITION	ETHNIC IDENTIFICATION	LANGUAGES SPOKEN
Elizabeth Cuen	Resource Teacher, San Ysidro School District	Mexican American	English-Spanish
Mary Lou Gaulden	Coordinator, Federally Funded Projects, South Bay School District	Anglo American	English-French
Dimple Morrison	Principal, San Diego School District	Black American	English-French
Aida Davies	Resource Teacher, Chula Vista School District	Mexican American	English-Spanish
Celia Acuña	Principal, San Ysidro School District	Mexican American	English-Spanish
Mary Carrillo	Assistant Principal, Sweetwater School District	Mexican American	English-Spanish

Participants in the 1980-81 ASSERT Project Research Activities

Name	Position	Ethnic Identification	Languages Spoken
Ricardo J. Cornejo	Professor, Multicultural Education	Hispanic	English-Spanish
Ana María Rodríguez	Chair, Multicultural Education Department	Mexican American	English-Spanish
Shirley Weber	Chair, Afro-American Studies	Black American	English-Black English Spanish- Italian
John Rouillard	Chair, American Indian Studies	Native American, Santee Sioux	English
Rosa Fernández	Associate Professor, Secondary Education	Mexican American	English-Spanish
Rubén Espinosa	Associate Professor, Multicultural Education	Mexican American	English-Spanish
Arline Johnson	Research Assistant, Afro-American Studies	Black American	English-Black English
Lucille Watahomigie	Director, Bilingual Education Peach Springs, Arizona	Native American, Hualapai	English-Hualapai
Frank Saíz	Teacher, La Mesa/Spring Valley	Mexican American	English-Spanish
Terrie Bedwell	Teacher, La Mesa/Spring Valley	Anglo American	English-Spanish
Nena Torrez	Teacher	Mexican American	English-Spanish
Lupe Valladolid	Teacher, National City	Mexican American	English-Spanish
Alice Weinstein	Teacher, Sweetwater	Anglo American	English-Spanish
Caryn Najar	Teacher, National City	Anglo American	English-Spanish

MENTOR-PRACTITIONER TEAMS

SECOND COHORT, 1981

Mentors and Practitioners conducted research on the following topics:

Mentor	Practitioner	Research Topic
Shirley Weber	Arline Johnson	The Role of Black Women in the Black Power Movement of the 1960's
John Rouillard	Lucille Watahomigie	Development of Curriculum for Language Retention and Maintenance Among American Indian Tribes
Rosa Fernández	Frank Saíz	Educational Goals of Adult Mexican-American Women
Ruben Espinosa	Terrie Bedwell	The Impact of Federal Funds on Local School Districts' Integration Efforts
Ana María Rodríguez	Nena Tórrez Lupe Valladolid	Empirically Defined Competencies for Effective Bilingual Teachers
Ricardo Cornejo	Alice Weinstein Caryn Najar Beatriz Arreola	Research Methods for Oral Language Elicitation

Second Cohort: Research Activities Conducted During Third Fiscal Year

As was stated before, the second cohort of researchers and practitioners conducted research during the 1981 fiscal year. Their level of funding was lower, and the time allocation was also shorter. Nevertheless, all of them were able to conduct research as originally stipulated in their letters of acceptance to the project. The following pages summarize their research topics. (See Appendix H.)

Research Topic: The Role of Black Women in the Black Power Movement of the 1960's

Faculty Mentor: Shirley N. Weber

Practitioner/Research Associate: Arline Johnson

There is probably no other period in Afro-American history where black women's activities are as poorly accounted for than in the "revolutionary" period of the 1960's. And, while there are many sociological and psychological reasons for the absence of account, the fact remains that black women during that period have not been seen as major contributors to that movement. This study hopes to fill that research void by examining the rhetorical and leadership roles black women played in the Black Power Movement.

The two major groups that will be examined during this period are the Black Panthers, headquartered in Oakland, California, and the US organization in Los Angeles. The role of the Black woman as comrade, shaper of philosophy and policy, and spokesperson will be examined within the context of a movement's structure: periods of inception, crisis and consummation.

To gather these data, any available printed material found on microfilm and in texts at the San Diego State University, University of California, Los Angeles, and University of Berkeley libraries will be examined. Also, women who were active in the movement of the 1960's will be interviewed concerning their roles. Tapes of these interviews and of their speeches will be made and placed in the Love Library at San Diego State University for future student use.

Research Topic: Development of Curriculum for Language Retention and Maintenance Among American Indian Tribes

Faculty Mentor: John Rouillard

Practitioner/Research Associate: Lucille Watahomigie

John Rouillard and Lucille Watahomigie have collaborated over the past several years in the design and implementation of a language improvement program which focuses on the language education of Hualapai and other Indian tribes in Arizona. The project's success has stimulated the development of a textbook for future use by other Indian tribes who may be interested in creating educational programs that support language retention in their communities.

Educational problems that have been encountered by American Indians have been widely researched over many generations. The approach taken by this project was one of application of linguistic knowledge to the day-to-day operation of the language curriculum. In developing the project it was felt that the best opportunity for training would be in the form of concentrated workshops during the summer recess. The project had the advantage of the following conditions:

1. A group of dedicated language scholars who agreed with and approved the approach, which accepted learners from the Indian tribes of closely-related linguistic families.

2. A university academic Department of American Indian Studies dedicated to cooperating with rurally-isolated Indian tribes.

3. Support and cooperation from the various university, school, and tribal administrations involved.

4. And, most importantly, the interest and willingness of Indian communities to improve the quality of educational materials for their children.

This research activity will result in a monograph describing the steps taken, the objectives developed, and the obstacles overcome to produce what, is felt, have been extremely positive results. This monograph will, itself, be a synopsis of the textbook being developed by the project staff. The emphasis in this monograph will focus on the curriculum materials and the impact that these materials have had in the Hualapai community.

The classroom teachers who benefit from the project are fluent Indian language speakers of the various Indian communities. They have gained the knowledge and techniques that have enabled them to strengthen their work with Indian children. This is the most important pedagogical consideration: That tools for teaching home culture and language have a direct positive impact on all areas of learning. Indian education must continue to defend those community languages that are enduring. Projects such as this are one of the best ways to reach that goal.

Research Topic: Educational Goals of Adult Mexican-American Women

Faculty Mentor: Rosa Fernández

Practitioner/Research Associate: Frank Saíz

In recent years an increased interest has been shown by older adults (mostly the 45 to 60 age group) in returning to colleges and universities either to continue or begin an academic degree. Noticeably absent from the enrollment figures of adult education programs are Mexican-American adults, particularly women.

This situation is not surprising given the overall low educational achievement of Mexican Americans in general and of women specifically. The median educational attainment of the Mexican-American female is three years behind that of the entire female population. The 1970 census showed that almost 50% of all Mexican-American women 16 years old and over did not go beyond the eighth grade. In comparison, only 25% of all women in the United States had not gone beyond the eighth grade (U.S. Department of Health Education and Welfare's study, 1974).

While some representation of Mexican Americans can be found in adult education programs, it is comprised of individuals primarily in the field of education who are <u>continuing</u> their education either as a personal goal or at the instigation of the school district that employs them. Almost no enrollment of Mexican-American females who would be <u>entering</u> a program and are in the 45 to 60 age group can be found.

Exclusion from middle class participation tends to bring with it a relatively low level of educational attainment. Low income families who are preoccupied primarily with the struggle of simple subsistence can hardly be expected to give priority to the educational goals of adults; if tuition payments for the young in the family can barely be met, it is unlikely that the adults can give much thought to their own educational accomplishments.

Even though it is obvious that economic factors are to be considered as possible causes for the low participation of Mexican-American adult women in the educational programs, additional factors need to be explored. Are cultural elements involved as well? Do ethnic and religious influences affect the attitude of these women toward their expectations for personal services and the recognition of individual needs? Are Mexican-American views on the different stages of a person's life and their corresponding behaviors in conflict with the goals of adult education? These and similar questions need to be explored if we are to understand and consequently help Mexican-American women in their middle years define and ultimately achieve their goals.

Research Topic: The Impact of Federal Funds on Local School Districts' Integration Efforts

Faculty Mentor: Rubén Espinosa

Practitioner/Research Associate: Terrie Bedwell

The San Diego Unified School District has received approximately 106 million federal dollars over a ten-year period, from 1969 to 1979. Approximately 21% of these federal funds were earmarked for low achieving and segregated schools. This study attempts to explore the impact of the federal infusion of funds and the position San Diego Unified has taken with regard to their voluntary busing program for purposes of integration.

This study will attempt to determine whether schools within the San Diego Unified School District have increased or decreased in segregation and average achievement.

The proposed longitudinal times series study focuses on data collected for a nine-year period for all elementary, junior high, and senior high schools in the San Diego Unified School District. Frequencies, means, weighted means, and correlations will be used to examine the following changes over time:

1. Student ethnic composition at each school site
2. Average achievement in reading at each school site
3. Socioeconomic status at each school site

Furthermore, the analysis shall examine the interrelationships of the above variables. Findings from the study will be made available to the San Diego Unified School District for possible inclusion in the district's efforts in the area of educational equity for minority students.

Research Topic: Empirically Defined Competencies for Effective Bilingual Teachers

Faculty Mentor: Ana María Rodríguez

Practitioners/Research Associates: Nena Tórrez, Lupe Valladolid

This study intends to define generic and causal competencies for effective bilingual teachers. Data have been collected with an operant interviewing method termed the Behavioral Event Analysis (BEA). The BEA was developed at Harvard University for the purpose of identifying competencies for effective job performance.

In this study, 20 bilingual teachers have been interviewed to differentiate those competencies demonstrated by "superior" bilingual teachers. Detailed descriptions of successful episodes and less successful episodes have been elicited from the subjects. Behavioral episodes encompass the teachers' perceptions, thoughts, acts, feelings, and conclusions.

An initial content analysis of interview transcriptions has yielded a set of competency clusters, which along with their accompanying sub-categories, reveal the following characteristics for the effective bilingual teacher: sociocultural knowledge, positive regard, non-authoritarianism, pedagogic flexibility, self-confidence, and communication skills. Given further validation of these competencies, teacher educators can more adequately select potentially effective bilingual teachers, prepare effective bilingual teachers, and develop relevant teacher preparation curricula.

Research Topic: Methods for Research on Second Language Acquisition

Faculty Mentor: Ricardo Cornejo

Practitioners/Research Associates: Alice Weinstein, Caryn Najar

The purpose of this study is to identify successful eliciting techniques for recording, analyzing, and storing bilingual children's language.

Bilingual children at various stages of development and with various degrees of bilinguality are being interviewed by the project researchers. Various types of interview techniques, such as repetition, free elicitation recall, directed dialog, spontaneous discourse, and others are being used.

Realia such as toys and models, and audio and visual materials are being tested as potentially appropriate stimuli for speech elicitation.

The final product will be a monograph which exemplifies the most reliable techniques and stimuli to be used in second languages research.

VI. PUBLICATIONS

Most participants in the ASSERT Project prepared publishable monographs which are now being readied for limited publication/distribution. Fifty copies of each monograph will be published and made available to the funding institution and project researchers.

Project principal investigators are now in the process of negotiating publication of these monographs by the ERIC System and/or publishing houses dealing with topics relating to women and minorities.

APPENDIX A

FIRST COHORT

SELECTION OF MENTORS

Assert File

COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

DATE: November 1, 1978

TO: Norm Chambers
Ruben Espinoza
Joe Garcia
Al Merino
Cynthia Park
Allison Rossett
Maria Senour
Sarah Nieves-Squires
Ida Malian

FROM: Ricardo Cornejo
Ana Maria Rodriguez

RE: ASSERT: Call for Abstracts from Interested Colleagues in the College of Education

We are contacting those professors in the College of Education who have voiced an interest in participating in the ASSERT Project. As you know, the project mission is to increase educational research activity among women and minorities. This purpose will be carried out by faculty who will be offered release time to engage in research and to act as mentors to key district personnel who are preparing to engage in needed research areas.

As the attached proposal excerpts will make clear, the principal task of the faculty mentor is to model the role of education researcher. We are now asking interested colleagues to submit an abstract of approximately five pages describing the purpose, procedure and projected outcome of research to be carried out as an ASSERT mentor.

The above research proposals will be included in the selection criteria. Other considerations will be the following:

- committment to educational research
- willingness to act as mentors
- interest in questions affecting minorities and women
- experience in school settings
- Doctorate in Education or related discipline

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

We look forward to your participation in this effort. It is our hope that through ASSERT we might collectively demonstrate methods which will reduce barriers to the participation of critically needed researchers in education.

Enclosures:

AMR:laj

SAN DIEGO STATE UNIVERSITY

Memo

DATE: October 30, 1978

TO: Ana Maria Rodriguez
Multicultural Education

FROM: Allison Rossett AR
Educational Technology and Librarianship

SUBJECT: Working with ASSERT

I would love to. I read the proposal and am impressed with what you're attempting to do and how you're planning to do it.

I have done work related to ASSERT's mission for several years. I am attaching some old things, a recently accepted article, and a newly submitted one. All deal with the issue of women, minorities and instructional equity. If we can find a way to work together, I'd like to pursue the educational technology for equity instruction theme via examination of:

-- teacher/instructional designer competencies

-- competencies for delivering equity instruction by teacher/designers

-- teacher characteristics related to choice of using above competencies

-- evaluation of new, extant materials for race and sex equity

-- determination of visual and audial factors within electronic media which contribute to race and sex equity.

There's no way I could do all of that. But those are the ballparks around which I'd like to play -- and have already begun to play.

There are two things we need to talk about:

1. I have no unaccounted-for portions of my schedule for Spring 1979.

2. I have rusty research skills, pretty good evaluation skills, and good grant procurement skills. Does that fit into your needs?

Let's talk about it. I am enthusiastic about some shared effort(s).

AR/am

SAN DIEGO STATE UNIVERSITY

Memo

DATE: November 2, 1978

TO: Ricardo Cornejo, Coordinator
Multicultural Programs

FROM: Cynthia Park, Coordinator
Program ARRIBA

I would like to express my interest in working as a mentor in Project ASSERT, next semester.

I am flattered to note, in the proposal, that you have selected my name as a possible mentor.

cc: Dr. Ana Maria Rodriguez

SAN DIEGO STATE UNIVERSITY

Memo

RECEIVED JAN 15 1979

DATE: January 10, 1979

TO: Dr. R. Cornejo

FROM: Al Merino

SUBJECT: A. S. S. E. R. T.

1. In reference to your memo dated January 2, 1979, I will be happy to assist in conducting research, participate in a research training program, and act as a mentor to a practioner-intern.

2. Because of my regular duties in our department I would like to accept the assignment as a quarter overload.

AL:ms

MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

Date: February 8, 1979

To: Ricardo Cornejo, Ana Maria Rodriguez, Project A.S.S.E.R.T. Directors

From: Natalie Kuhlman NK

Subj: Mentorship Position

I would like to be considered for a mentorship position on Project A.S.S.E.R.T. As you know, I have made a committment to the project since its inception last summer and have been working the past three months in the capacity of continuing consultant. While I believe this has been a mutually profitable relationship, at this time I feel that my time would be better utilized, both for the project and myself, in the position of mentor.

My request to be considered for a mentorship is based first on my professional need to acquire high level research skills and secondly on the need for educational research to be conducted on language assessment (my area of specialization). The specific area of research which I would like to pursue relates oral language usage to writing skills development of Hispanic students at the secondary and college levels. The results of such research may have a direct effect on the exit criteria for high school graduation for bilingual students, a great concern at local and state levels at the present time.

In addition, because of my continuing association with the project I would be in a good position as a mentor to continue to aid the A.S.S.E.R.T. directors in the areas of report writing and other needed functions.

I look forward to a continued working relationaship with both of you.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

APPENDIX B

SELECTION OF PRACTITIONERS

PRACTITIONER CANDIDATES

Chula Vista (Mel Lopez)

* Aida Davies	425-4311	1:00 pm Tues.	Feb 6
Norma Pacheco	425-4311	4:00 pm Thurs.	Feb 8
Ruben Castaneda	422-6131	4:00 pm Tues.	Feb 6
+ William Canedo	423-5880		

Sweetwater (Skiles, Presutti)

+ Jaime Mercado	423-7633		
+ Beverly Cramb	425-1700		
Vicki Turner	423-7633	3:00 pm Thurs.	Feb 8
Maryanne Stro	429-0770	9:00 am Wed.	Feb 7
Karen Hunt	421-0835	3:00 pm Tues.	Feb 6
* Maggie Carrillo	425-1700 ext.287	3:00 pm Thurs.	Mar 15
Connie Barnett		3:00 pm Mon.	Mar 12
Maida Torres-Stanovic		4:00 pm Tues.	Mar 13
+ Gloria Sampson			

San Ysidro (John DeVanich)

* Betty Cuen	428-1148	10:00 am Wed.	Feb 7
MaryAnn Saponara	428-1154	2:00 pm Tues.	Feb 6
Linda Giles	428-2231	5:30 pm Wed.	Mar 7
* Louis Mora (withdrew)	428-2231	6:30 pm Thurs.	Mar 8

South Bay (William Snyder)

* Mary Lou Gaulden	423-4555	5:30 pm Wed.	Feb 14
Jose Valdivia	423-4555	11:00 am Thurs.	Feb 15

National City (Gil Anzaldua)

* Celia Pacheco Acuña	474-6791	1:00 pm Fri.	Feb 23
Emily Temple	753-8556	1:30 pm Fri.	Feb 23

San Diego Unified (Linden Courter)

Otis Funches	273-0201	2:00 pm Wed.	Mar 7
Dick Camacho	488-0537	4:30 pm Wed	Mar 7
Don Hennes	277-8131	3:00 pm Thurs.	Mar 8
* Dimple Morrison	293-8558	3:30 pm Thurs.	Mar 8

+ not interviewed
* chosen as practioners

SAMPLE

(Letter sent to all area superintendents)

MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

A.S.S.E.R.T.

Date: February 8, 1979

To: Dr. William Snyder, Assistant Superintendant, South Bay Union School District

From: Ricardo Cornejo and Natalie Kuhlman

Subj: Orientation Meeting on February 5, 1979 at South Bay Union District Office.

We sincerely appreciate your taking time from your busy schedule to meet with us concerning Project A.S.S.E.R.T. We also wish to thank you for your prompt response in supplying us with two candidates for the program. We will be interviewing candidates from the districts shortly and will be making a decision as to selection within the next ten days.

We are looking forward to having a representative of your district as a trainee in our project.

cc: Pepe Valdivia
Joan Vetcher
Mari Lou Gaulden
Mike Alloway
Betty Rossman

NAK:lkn

SAMPLE

(letter sent to all area superintendents

COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

A. S. S. E. R. T.

January 3, 1979

Dr. Peter Hartman
Superintendent
South Bay Union School District
601 Elm Ave.
Imperial Beach, CA 92032

Dear Dr. Hartman:

We would like to invite you to a meeting to discuss the ASSERT project on Wednesday, January 10, 1979. The purpose of this meeting is to share with you our recently received N.I.E. grant which focuses on increasing the participation of women and minorities in educational research. While the excerpts enclosed briefly describe the ASSERT project, at the meeting, an overview of the program will be presented. We will then ask for your recommendations for people in your district who are in key decision-making positions who may be interested in participating in the ASSERT program.

In this project district people will be teamed with faculty mentors to obtain actual research experience. As well, regularly scheduled training programs will provide for skills development in the areas of research design and proposal writing. Stipends will be offered to district personnel for release time to participate in the ASSERT research program.

One outcome of the program will be the writing of a proposal to be submitted for funding for district research. At the completion of the program, participants will be awarded an Advanced Certificate in Educational Research.

We look forward to seeing you from 12:00 - 2:00 p.m. on January 10 at the Hilton Hotel on Mission Bay, and to working cooperatively with you on the selection of district participants. Luncheon will be served.

Sincerely,

R Cornejo

Ricardo Cornejo
Principal Investigator

A. M. Rodriguez
Co-principal Investigator

PROJECT ASSERT
MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-5953

MEMORANDUM

Date: April 18, 1979

To: ASSERT Participants

From: Ricardo Cornejo and Ana María Rodríguez

Subj: Mentorships

After careful consideration of all practitioner requests we have arrived at the following mentorship assignments.

Phone #	Mentors		Practitioners	Phone #
582-9414	Norm Chambers	-	Betty Cuen	428-1148
286-6141	Natalie Kuhlman	-	Marylou Gaulden	423-4555
286-6605	Al Merino	-	Dimple Morrison	293-8558
286-6109	María Senour	-	Maggie Carrillo	425-1700
286-6331	Cynthia Park	-	Aida Davies	425-4311
286-6718	Allison Rossett	-	Celia Acuña	474-6791

Please make arrangements to meet in teams as soon as possible to draw up a mutually agreed upon scope of work. Keep in mind that practitioners have been contracted for the equivalent of one course or 48 hours.

Mentorship agreements should be submitted to us by Wednesday, April 25, 1979.

RC:AMR:lkn

APPENDIX C

RESEARCH WORKSHOPS AND COURSES

MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-5449

January 16, 1979

Dr. Robert T. Gray
College of Education
San Diego State University
San Diego, California 92182

Dear Robert:

We have recently received funding from N.I.E. to improve opportunities for women and minorities in educational research. Six faculty will act as mentors to six school district personnel as part of our program. In addition, mentors will be provided with high-level training to aid them with their own research. We would like to meet with you at your earliest convenience to discuss the possibility of your involvement in this project.

Enclosed is an excerpt of the proposal which will give you more information about the project objectives. We look forward to discussing this project with you in the very near future.

Sincerely,

Dr. Ricardo Cornejo
Principal Investigator

Dr. Ana María Rodríguez
Co-principal Investigator

RC:AMR:lkn

SDSU

PROJECT ASSERT
MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-5953

Date: February 26, 1979

To: Dr. Robert Gray

From: Ricardo Cornejo and Ana Maria Rodriguez

Subj: ASSERT Consultancy

We are delighted that you will be working with the Mentors as research consultant. The Foundation has today been notified that you will start with us Tuesday, February 27, 1979 on a 25% overload from ASSERT.

RC:AMR:lkn

MEMORANDUM

August 29, 1979

To: Ana Maria Rodriguez

From: Robert T. Gray RTG

Subj: Report of research training activities for practitioner interns.

The major part of the formal training of practitioner interns was carried out in a series of eight three-hour seminars held on the campus of SDSU during the months of April, May, June, and August of 1979. Faculty mentors were invited to the seminars, but not required to attend. A number of the mentors were in attendance in the seminars held before the end of the academic year.

During the seminars the participants were introduced to basic research concepts, designs and procedures with emphasis on the use of practical examples from my own research and that of my graduate students. An attempt was made to discuss at least one actual research study at each session.

In order to better organize this report, the various seminar activities will be related to the topics originally outlined in the ASSERT proposal.

Topic 1: Orientation to research. Discussion of the sources of knowledge, the scientific method, definition of research, definition of educational research, five classifications of educational research, research terminology, the role and relationship of internal and external validity in educational research.

Topic 2: The identification of research problems. Identification and classification of research problems from their titles, definition of hypotheses, practice in stating research hypotheses, examination and discussion of sample research reports with regard to their hypotheses, translation of research problems and topics into testable hypotheses.

Topic 3: Reviewing the relevant literature and research. Orientation to sources of research information in the SDSU library with special attention to use of the ERIC computerized information system, practice in the use of the UCLA-CSE

manuals of test evaluations, orientation to the process of pursuing a research topic through the appropriate indexes and other reference books, study of sample research abstracts and the basic process for abstracting research reports.

Topic 4: Identifying and defining variables. Definition of research variables, identifying independent and dependent variables in sample research reports, defining variables in operational terms, deducing expected outcomes from hypotheses.

Topic 5: Identification of techniques for manipulation and control of variables. Orientation to identifying treatment effects as the difference between results observed with the treatment and those expected without it, understanding the role of control groups in defining the expected results, definition of threats to internal and external validity of research designs, control of threats to validity.

Topic 6: Constructing research designs. Practice in the use of experimental and quasi-experimental designs, identification of threats to validity controlled for by various designs, selection of research designs based on situational variables, practice in identifying research hypotheses limited to ex post facto designs rather than experimentation.

Topic 7: Procedures of observation and measurement. Definition of measurement reliability and validity, differentiating reliability and validity, common techniques for measuring reliability and validity, practice in identification of the four scales of measurement, study of techniques for the description of test performance.

Topic 8: Construction and use of questionnaires and interview schedules. Identification of the research needs best served by questionnaires and interviews, extensive study and discussion of the limitations of questionnaires and interviews, definition of sampling techniques, practice in the use of sampling procedures, translating questionnaire and interview responses into objective form.

Topic 9: Conducting statistical analyses. Overview of descriptive statistics, practice in the selection of appropriate descriptive statistics for describing various distributions, use of statistics suitable for various levels of measurement, introduction to the use of non-parametric tests of significance with emphasis on chi-square, definition of and practice in use of the concept of statistical significance.

Topic 10: Procedures for computer data processing. General orientation to the use of the Statistical Package for the Social Sciences (SPSS) computer program library, application of principles of data preparation to data sets being developed by practioners, practice in the interpretation of computer output, preparation of research data for computer analysis.

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SAN DIEGO, CA 92182

(714) 286-5449

Orientation of Mentors

A.S.SE.R.T

January 24, 1979

AGENDA

I. Introductory Remarks

II. Overview of Program

III. Short Presentations by Mentors on Their Research Topics

IV. Needs Assessment

V. Discussion of Symposia and Speakers

VI. Discussion: What is a Mentor?

VII. Abstracts

VIII. Research procedures

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

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(714) 286-5953

A.S.S.E.R.T.

January 25, 1979

MEMO

TO: N. Chambers
A. Merino
J. Garcia
C. Park
A. Rossett
M. Senour

FROM: R. Cornejo, A. M. Rodriguez

SUBJECT: Mentors' Meeting, Tuesday, January 30, 1979

We wish to thank you all for coming to the orientation meeting on Wednesday, January 24, 1979. While much was accomplished, there are still a few agenda items to be covered and we have planned another meeting for Tuesday, January 30, 1979 from 10:30 to 12:00 in ED 109.

The topics for this meeting will be: 1)an assessment for both individual and group research needs; 2) topics and speakers for the symposia based on those needs; 3) discussion of the role of the mentor; and 4) any other ideas/concerns/needs you may have.

Please come prepared with notes concerning the above topics. If you will be unable to attend please let us know and submit your ideas to us in writing before the meeting.

A.S.S.E.R.T. MEETING

February 28, 1979

Minutes

1. Dr. Robert Gray was introduced as the advisor to the mentors. He will be available for individual consultation beginning immediately. His office hours are:

Monday and	1:00 - 2:00 pm
Tuesday	1:00 - 2:00 pm & 5:00 - 6:00 pm
Wednesday	8:30 - 9:30 am
Thursday	1:00 - 2:00 pm

   His office extension is 5481.

2. Dr. Natalie Kuhlman was presented as a new mentor to replace Alberto Ochoa who will not be able to participate this year. Dr. Kuhlman presented a brief summary of her proposed research.

3. Dr. Ana Maria Rodriguez announced that a suite will be reserved at the AERA Convention for A.S.S.E.R.T. Symposia will be held in the suite on the evenings of April 9 and 10. Other meetings may also be scheduled. Suggestions for the symposia were requested. Mentors were asked to consider their needs as to whether specific topics should be presented, or whether special interest groups should be asked or whether the focus should be on methodological issues. A decision will be made at the next meeting.

4. Wednesday, March 7, at 10:00 a.m. was set up as the next meeting date.

5. Dr. Gray announced that the S.D.S.U. library now has a file of unpublished tests available on the 4th floor.

NAK:lkn

PROJECT ASSERT
MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-5953

MEMORANDUM

Date: March 26, 1979

To: Mentors of Project ASSERT

From: Ricardo Cornejo and Ana Maria Rodriguez

Subj: Meeting with District Practitioners

Six school district practitioners have been selected for participation in the ASSERT project. Please come to meet them next Tuesday, April 3 at 6:00 p.m. We know you will find them a very motivated and capable group. The meeting will take place in BA 401, the Executive Conference Room.

p.s. RE: AERA Conference - United Airlines has a 'Q-fare', $48.00 round trip to San Francisco. There are only a limited number available, so if you want to take advantage, call United as soon as possible.

p.s. to Dr. Cornejo and Dr. Rodriguez. You will have to get the key for the conference room from me for the meeting.

RC:AMR:lkn

ASSERT Orientation Meeting

April 3, 1979
Administration Building 103

AGENDA

5:00 p.m.	Practitioners	
	Welcome & Introductions	Dr. Ricardo Cornejo
	Description of Training	Dr. Ana Maria Rodriguez
	Training Schedule	Dr. Ricardo Cornejo
	Discussion	Practitioners

6:00 p.m.	Practitioners and Mentors	
	Welcome	Dr. Ricardo Cornejo
	Introductions	Dr. Ana Maria Rodriguez
	Overview of Research Topics	Mentors
	Discussion of Mentorship Assignment	Dr. Ricardo Cornejo

ASSERT MENTORS MEETING
April 25, 1979
4:00 p.m.

Items of discussion were:

1. A letter will be sent to the Foundation requesting that mentors be paid for the entire Spring Semester.

2. The practitioners will be paid from April 15 until a date to be determined by negotiations.

3. A request will be made to pay the Mentors through the summer months. In that case they would be paid directly by the Foundation.

4. Mentor/Practitioner agreements were discussed. So that expectations of both Mentors and Practitioners will not be confused, at the start a personal agreement will be made and a copy given to the project directors for their information by Monday, April 30th.

5. Dr. Gray mentioned that he will set up a general computer account for participants so that billing and payment won't become complicated.

6. Materials budget was discussed. Some mentors mentioned that they may be over their budget of $350 and some would be under. It was agreed that excess funds would be shared.

7. Any searches from the ERIC system will be cleared by the ASSERT administration before they are requested.

8. Dr. Gray will be preparing some systematic training in evaluation. (workshop? so many hours per week?) It was mentioned that some training in research should occur before the evaluation training begins. Also, a general needs assessment will be prepared for the practitioners to determine their level of competency and how much evaluation training is needed.

9. The next two meetings were scheduled: Wednesday, May 9 at 4:00 p.m. and Wednesday, Mary 23 at 10:00 a.m. Bi-weekly meetings were agreed upon for the rest of the Spring Semester.

ASSERT MEETING
May 16, 1979

A main concern of this meeting was to determine what training the practitioners would need. From remarks made by Cynthia Park, Al Merino, Natalie Kuhlman, and Allison Rossett, specific needs are different, but basic training in research design and evaluation will be quite profitable to the outcome of ASSERT.

Training will consist of modules (the specific series is to be determined) in combination with seminars to be given by Dr. Gray and to be attended by both Mentors and Practitioners. The ASSERT research subjects will be used as examples in training.

The training will be carried out during the last 2 weeks of June and the middle 2 weeks of August. During those weeks sessions will be held approximately twice a week for a total of about 5 hours per week.

It was clarified that practitioners' stipends will be paid retroactively from April 15th as soon as the payment schedule is set up with the Foundation and agreed upon with Washington.

Everyone agreed that we would have a meeting next week, Wednesday, May 23 at 5:00 for both practioners and mentors. The purposes being: to share information about activities in progress; to discuss research training in a seminar led by Dr. Robert Gray; and to also have an informal reception afterwards to promote good feelings among all participants.

5/17/79
lkn

PROJECT ASSERT
MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-5953

MEMORANDUM

Date: May 17, 1979

To: Norm Chambers, Natalie Kuhlman, Al Merino, Cynthia Park, Allison Rossett, María Senour, Celia Acuña, Maggie Carillo, Betty Cuen, Aida Davies, Marylou Gaulden, Dimple Morrison, Robert Gray

From: Ricardo Cornejo and Ana María Rodríguez

Subj: ASSERT Meeting

Project ASSERT will hold a meeting and informal reception on Wednesday, May 23 from 5:00 to 8:30 p.m.

The purposes of the meeting are:

1) to share information about activities in progress;

2) to discuss research training in a seminar led by Dr. Robert Gray

3) to welcome those who could not attend the orientation reception.

We will meet in Ed 154 and proceed to the place where our session will be held.

We look forward to seeing you next Wednesday!

PROJECT ASSERT
MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-5953

Date: June 7, 1979

To: ASSERT Participants: Practitioners & Mentors

From: Ricardo Cornejo and Ana Maria Rodriguez

Re: Summer Training Sessions

After talking with all the participants, we have arrived at this schedule for meeting with Dr. Gray. We realize that not everyone will be able to attend all sessions, but these times seems to be the best.

Wednesday, June 20	2:00 - 5:00 p.m.
Friday, June 22	2:00 - 5:00 p.m.
Tuesday, June 26	9:00 - 12:00 a.m.
Thursday, June 28	9:00 - 12:00 a.m.
Tuesday, Aug. 7	2:00 - 5:00 p.m.
Thursday, Aug. 9	2:00 - 5:00 p.m.
Tuesday, Aug. 14	2:00 - 5:00 p.m.
Thursday, Aug. 16	2:00 - 5:00 p.m.

These meetings will take place in Ed 109. See you there.

cc: Dr. Gray

RC:AMR:lkn

MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 265-5155

DATE: November 14, 1979

TO: Celia Acuña, Maggie Carrillo, Betty Cuen, Aida Davies, Mary Lou Gaulden, Dimple Morrison

FROM: Ricardo Cornejo (R.C.) and Ana María Rodríguez (A.M.R.)

SUBJECT: Lunch Session

Pursuant to our conversation by phone, we are cordially inviting all of you to join us for lunch on Tuesday, November 20, from 11:30 AM to 1:00 PM, at Anthony's of Chula Vista, 215 Bay Boulevard.

We want to update you about new refunding criteria established by NIE; we would like each one of you to speak briefly about your research; and we would also like to plan activities for the rest of the funding period for ASSERT.

SAN DIEGO STATE UNIVERSITY
MULTICULTURAL EDUCATION DEPARTMENT

Memo

DATE: April 24, 1980

TO: Project ASSERT Participants

FROM: Ricardo Cornejo & Ana María Rodríguez, Project Directors

SUBJECT: NIE Monitor visit on Friday, April 25, 1980

We have just been informed that Ms. Sharon Artis, our project monitor, will be here on Friday to review the ASSERT project. A schedule of activities for that afternoon is as follows:

12:30 PM Luncheon at the SDSU Faculty Center patio

1:30 PM Meeting with Project Teams in ED 109

3:00 PM Meeting with Project Directors

Your presence on the afternoon of April 25th is imperative. Ms. Artis is looking forward to meeting our participants and to hearing of your research efforts.

PROJECT ASSERT
MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-5953

Date: February 26, 1979

To: Alan Young

From: Ricardo Cornejo and Ana Maria Rodriguez

Subj: ASSERT Symposia at San Francisco Hilton

As we have explained by phone, the first research training symposia for Mentors will take place during the National AERA Conference in April, 1979. Our purposes in doing so are the following:

- to afford Mentors the incomparable opportunity of participating in the largest gathering of reknown researchers.
- to contract a select number of researchers at the conference to inform and interact with Mentors and ASSERT staff.
- to begin a communication network with minority and women researchers in compliance with ASSERT dissemination goals.

Logistics for the Symposia require that we reserve a two room suite for evening meetings on April 9, 10 and 11, 1979. Four Mentors and one Staff person will occupy the rooms on these evenings. The cost for a two bedroom suite is $251 per night plus tax.

RC:AMR:lkn

Sample :

ASSERT End-of-Month Research Report

Name Maria Victa Senour Date September, 1979

Accomplishments up to last day of previous month:

Determining area of study and procedures thru several meetings with knowledgeable individuals and library research
Writing original questionnaires & conducting pre-pilot study
Writing new questionnaires after analysis & further consultation with experts including by mail and telephone.
Making initial contacts with sites to be used for study
~~Meetings with practitioner to refine both studies.~~
Attending Assert Project meetings and Seminars including at AERA

Accomplishments during this month:

Conducting my first data gathering session at Chaffey Community College
Library research for my review of literature
Meeting with my practitioner to review progress on both our studies
Attending Assert Project meetings

72

Projected activities for next month:

Analyzing data from Community College Sample - Meeting with Dr. Gray
Attending Fishman Seminar
Helping practitioner define her area of research and procedures
Continuing review of literature for my study

Special requests, problems encountered, suggestions:

[redacted]
There are few individuals with expertise relevant to my area of research which means that I have to rely on myself almost entirely to design procedures & select instruments
There is almost no literature on related studies

(Please send to Ricardo Cornejo and Ana María Rodríguez at end of each month)

APPENDIX D

RESEARCH LOAD ASSIGNMENTS

March 8, 1979

MEMORANDUM
Afro-American Studies

TO: Dr. Ricardo Cornejo
Multi-Cultural Education

FROM: Dr. James Kerri, Chair
Afro-American Studies

In reply to your note dated February 19, 1979, Dr. Norman Chambers will be working in "overload" time status for your program as a mentor during the Spring 1979 semester.

JNK:gr

SAN DIEGO STATE UNIVERSITY

Secondary Education

Memo

DATE: August 17, 1979

TO: Dr. Ricardo Cornejo

FROM: John McLevie, Coordinator, Secondary Education Department

SUBJECT: PROJECT ASSERT

Professor Cynthia Park's teaching schedule will total 12 teaching units in Fall 1979.

She is anxious to work also in Project Assert (20% time) and I would like to support her in this. Could the Project Assert assignment be awarded to Cynthia as overload?

Yes!
R. Cornejo
8/22/79

64c

SAN DIEGO STATE UNIVERSITY

Memo

DATE: September 5 1979

TO: Drs. Ricardo Cornejo and Ana Maria Rodriguez

FROM: Dr Raymond Latta

SUBJECT: ASSERT

1 In regard to your memo dated August 22 1979 the department has agreeded that Dr, Alfred Merino will be on one quarter overload

Dr. Alfred Merino

Dr. Raymond Latta

64d

DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-6109

DATE: September 21, 1979

TO: Ana Maria Rodriguez, Director
Institute for Cultural Pluralism (ICP)

FROM: John D. Chamley, Chair J.C.
Department of Counselor Education

SUBJECT: Dr. Maria Senour's Involvement in the ASSERT Project (1979-80 Academic Year)

Dr. Maria Senour should be reimbursed on an overload basis for her involvement in the ASSERT Project for the 1979-80 academic year. Dr. Senour has a full instructional assignment in the Department of Counselor Education. I am pleased that Dr. Senour will be able to continue her valuable research activities with this project. Thank you for the opportunity. If you wish further information on Dr. Senour's involvement in the Department of Counselor Education, please contact me immediately. Thank you.

cc: Maria Senour
Maria Senour's personnel file

ls

SAN DIEGO STATE UNIVERSITY
MULTICULTURAL EDUCATION DEPARTMENT

Memo

DATE: March 23, 1981

TO: Lynne Smith

FROM: Ricardo Cornejo and Ana María Rodríguez

SUBJECT: Overload for ASSERT Mentors

Please pay the new cohort of mentors on an overload basis. Their starting date with ASSERT is March 1, 1981. They are:

1. Ruben Espinoza, Multicultural Education Department
2. Rosa Fernandez, Secondary Education Department
3. John Rouillard, American Indian Studies
4. Shirley Weber, Afro-American Studies

cc: Mentors, Cohort II

APPENDIX E

SYMPOSIA

Project ASSERT* Lecture Series

Multicultural Education Department

College of Education

Dr. Joshua Fishman
Oct. 31, 1979

"A New Look at the Whorfian Hypothesis: Do Different Languages Make Us Think In Different Ways?"

Dr. Ed DeAvila
Nov. 29, 1979
4:30pm - 6:30pm
Aztec Center Council Chambers

"Predicting the Academic Success of Language Minority Students"

Ms. Martha Cotera
Dec. 13, 1979
4:30pm-6:30pm
Aztec Center Casa Real

"The Effects of Sexism and Racism on Minority Populations"

Dr. Robert V. Guthrie
Dec. 18, 1979
4:30pm-6:30pm
Aztec Center Casa Real

"Compatibility of Integration and the Retention of Cultural Diversity"

*Project ASSERT (Advanced and Specialized Study in Educational Research Techniques) a project funded by the Minorities and Women's Program, National Institute of Education.

SAN DIEGO STATE UNIVERSITY

APPENDIX F

SAMPLE OF PROJECT VISIBILITY

PROJECT ASSERT UNDERWAY AT SDSU

Drs. Cornejo and Rodriguez discuss Project Assert tasks for FY 1980 with program participants. Pictured left to right are Ms. Celia Acuna, practitioner; Dr. Alfredo Herino, mentor; Ms. Linda Nash, project secretary; Dr. Ana Maria Rodriguez, Co-Principal Investigator; and Dr. Maria Nieto Senour, mentor.

The Department of Multicultural Education has received an award of $100,000 from the National Institute of Education to increase the participation of minorities and women in education research. Under the direction of Drs. Ricardo Cornejo and Ana Maria Rodriguez, Project ASSERT (Advanced and Specialized Study in Educational Research Techniques) provides intensive study and research opportunities to selected university faculty and school district personnel. SDSU faculty members selected to participate in the project include: Dr. Natalie Kuhlman, Multicultural Education; Dr. Cynthia Park, Secondary Education; Dr. Al Marino, Educational Administration; Dr. Norm Chambers, Afro American Studies/Multicultural Education; Dr. Allison Rossett, Educational Technology and Librarianship, and Dr. Maria Nieto Senour, Counselor Education. These professors were selected because of their involvement and contribution to the advancement of minorities and women in the professions. In addition to the faculty selected, six school practitioners were recruited from local school districts.

A unique aspect of the ASSERT Project is the mentorship of faculty and practitioners. Many studies have cited the lack of effective models as a barrier to the participation of women and minorities in research. Project ASSERT utilizes faculty as advisors, instructors, and collaborators with practitioners. It is a purpose of the project to demonstrate the use of mentoring as an effective learning model.

Ricardo Cornejo has an M.A. in Education from Michigan State University and a Ph.D. from the University of Texas. He has done teaching and research for bilingual/multicultural programs. Ana Maria Rodriguez received her doctorate in Education from Harvard University. She is currently conducting research in the area of bilingual teacher competencies.

APPENDIX G

ADDRESSES OF ALL PARTICIPANTS

Project ASSERT Participants

NAME	BUSINESS ADDRESS & TELEPHONE	HOME ADDRESS & TELEPHONE
Principal Investigators		
Dr. Ricardo Cornejo	Multicultural Education College of Education San Diego State University San Diego, CA 92182 (714) 265-5155	4303 Gresham, #10 San Diego, CA 92109 (714) 270-3485
Dr. Ana María Rodríguez	Multicultural Education College of Education San Diego State University San Diego, CA 92182 (714) 265-5155	7761 Caminito Glorita San Diego, CA 92112 (714) 452-0546
Mentors		
Dr. Norman Chambers	Afro-American Studies College of Arts & Letters San Diego State University San Diego, CA 92182 (714) 265-6554	6307 Camino Corto San Diego, CA 92120 (714) 582-9414
Dr. Ruben Espinosa	Multicultural Education College of Education San Diego State University San Diego, CA 92182 (714) 265-6403	5401 Baltimore Drive, #4 La Mesa, CA 92041 (714) 460-4825
Dr. Rosa Fernández (moved to New Mexico) 2140 Franella N.W. Albuquerque, N.M. 87104	Secondary Education College of Education San Diego State University San Diego, CA 92182 (714) 265-6118	4209 Collwood Blvd. San Diego, CA 92115 (714) 286-3745
Dr. Natalie Kuhlman	Multicultural Education College of Education San Diego State University San Diego, CA 92182 (714) 265-5155	6885 Robbins Court San Diego, CA 92122 (714) 453-3436

Mentors (con't)

Dr. Alfred Merino	Educational Administration College of Education San Diego State University San Diego, CA 92182 (714) 265-6605	5822 Rockhurst Court San Diego, CA 92120 (714) 583-5293
Ms. Cynthia Park	Secondary Education College of Education San Diego State University San Diego, CA 92182 (714) 265-6184	636 Tyron El Cajon, CA 92020 (714) 447-7415
Dr. Allison Rossett	Educational Technology & Librarianship College of Education San Diego State University San Diego, CA 92182 (714) 265-5439	1020 Edgemont Street San Diego, CA 92102 (714) 239-6381
Mr. John Rouillard, Chair	American Indian Studies College of Arts & Letters San Diego State University San Diego, CA 92182 (714) 265-6991	6040 Mañon Street La Mesa, CA 92041 (714) 465-8872
Dr. Maria Senour	Counselor Education College of Education San Diego State University San Diego, CA 92182 (714) 265-6105	775 North Road San Bernardino, CA 92404 (714) 882-5802
Dr. Shirley Weber, Chair	Afro-American Studies College of Arts & Letters San Diego State University San Diego, CA 92182 (714) 265-6531	5125 Bevner Court San Diego, CA 92105 (714) 264-6386

Practitioners

Celia Acuña	El Toyon School 2000 East Division Street National City, CA 92050	3726 Lynda Place National City, CA 92050
	(714) 474-6791	(714) 475-8491
Terrie Bedwell	Multicultural Education College of Education San Diego State University San Diego, CA 92182	5353 Baltimore Drive, #74 La Mesa, CA 92041
	(714) 265-6403	(714) 462-4410
Mary M. Carrillo	Sweetwater High School 2900 Highland Avenue National City, CA 92050	2694 Alta View Drive San Diego, CA 92139
	(714) 425-1700 ext. 287	(714) 267-0447
Elizabeth Cuen	Sunset School 3825 Sunset Avenue San Ysidro, CA 92073	2473 Monument Road San Diego, CA 92154
	(714) 428-1148	(714)
Aida Davies	Mueller School 715 I Street Chula Vista, CA 92010	324 Roseview Place Chula Vista, CA 92011
	(714) 422-6192	(714) 420-2215
Mary Lou Gaulden	South Bay Union 601 Elm Avenue Imperial Beach, CA 92032	50 Halfmoon Bend Coronado, CA 92118
	(714) 423-4555	(714) 423-5065
Arline Johnson	Afro-American Studies College of Arts & Letters San Diego State University San Diego, CA 92182	863 Winston Drive San Diego, CA 92114
	(714) 265-6531	(714) 262-6025

Practitioners (con't)

Dimple Morrison	Encanto Elementary School 822 65th Street San Diego, CA 92114 (714) 264 3191	9740 Caminito Doha San Diego, CA 92131 (714) 566-3761
Caryn Najar	El Toyon School 2000 East Division Street National City, CA 92050 (714) 477-1189/477 7179	2246 Ralene Street San Diego, CA 92105 (714) 264-2460
Frank Saiz	Educational Cultural Complex 4343 Ocean View Blvd. San Diego, CA 92113	4341 Spring Street La Mesa, CA 92041
Nena Torrez	Multicultural Education College of Education San Diego State University San Diego, CA 92182 (714) 265-5155	10551 Via Bonita Spring Valley, CA 92077 (714) 463-2320
Lupe Valladolid	Olivewood School 2505 -F- Avenue National City, CA 92050 (714) 474-2286	452 Village Drive Chula Vista, CA 92011 (714) 427-2524
Lucille Watahomigie	Director of Bilingual Education Peach Springs School District #8 P. O. Box 138 Peach Springs, AZ 86434	P. O. Box 287 Peach Springs, AZ 86434
Alice Weinstein	Chula Vista Junior High School 415 Fifth Avenue Chula Vista, CA 92010 (714) 420-6550	4750 Noyes, #212 San Diego, CA 92109 (714) 270-2607

APPENDIX H

SELECTION OF PARTICIPANTS - SECOND COHORT

SAN DIEGO STATE UNIVERSITY
MULTICULTURAL EDUCATION DEPARTMENT

Memo Sent to all department chai

DATE: November 4, 1980

TO:

FROM: Ricardo Cornejo and Ana María Rodríguez

SUBJECT: Research Awards for Faculty

The ASSERT Project has received third year funding from the National Institute of Education. For the past two years, ASSERT has demonstrated a model to increase the participation of women and minorities in educational research. As part of this year's scope of work, the ASSERT Project will again identify a small group of faculty participants.

We would like to ask you to identify faculty in your department who are conducting research in areas which affect women and minorities. We have received funding for only three new research awards. Consequently we will make final selections from the list of suggested names submitted to us by you.

Awards will be in the amount of $3,000.00. The recipients of these awards will be expected to (1) conduct research, (2) function as mentors to school district participants, (3) submit monthly progress reports, and (4) prepare a final publishable monograph.

Please submit your recommendations by Monday, November 10, 1980.

PROJECT ASSERT
MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-5953

February 25, 1981

Dr. Shirley Weber, Chair
Afro-American Studies
San Diego State University
San Diego, CA 92182

Dear Dr. Weber:

As you already know, we have a research grant sponsored by the Women and Minorities Program, National Institute of Education. The grant has as a goal to encourage and increase the participation of women and minorities in educational research. The title of our project is Project ASSERT (Advanced and Specialized Study in Educational Research Techniques).

We are offering 3 mini-grants: one to the American Indian Studies, one to the Afro-American Studies, and one to the Multicultural Education Department.

Thus, we are hereby offering you a mini-grant in the amount of $1500.00 for the period of February 1, 1981, to September 30, 1981.

This mini-grant is to be used toward the completion of research in progress.

You will be requested to provide monthly 1-2 page progress reports and a final report in August, 1981.

Should you also decide to publish a short monograph (less than 75 pages), we would be very happy to include you among those mentors already preparing monographs as part of their participation in the ASSERT Project.

Should you desire to make this grant available to a member of your faculty, please feel free to do so.

You will also be entitled to select a local school participant to help you in your research activities. That person will receive a stipend of $800.00 for the same period of time.

We will appreciate an answer at your earliest convenience.

Sincerely,

Ricardo J. Cornejo
Principal Investigator

Ana María Rodríguez, by R. C.
Ana María Rodríguez
Co-Principal Investigator

cc: Lynne Smith (SDSU Foundation)

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

DEPARTMENT OF AFRO-AMERICAN STUDIES
COLLEGE OF ARTS & LETTERS
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-6531

February 25, 1981

Dr. Ricardo J. Cornejo
ASSERT Project
Multi-Cultural Educational Department
San Diego State University
San Diego, CA 92182

Dear Dr. Cornejo:

I hereby accept the mini-grant of the Women and Minority Program from the National Institute of Education.

Sincerely,

Shirley N. Weber, Chair
Afro-American Studies

SNW:gr

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

PROJECT ASSERT
MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-5953

February 5, 1981

Ms. Lucille Watahomigie
Director of Bilingual Education
Peach Springs School District #8
P. O. Box 138
Peach Springs, AZ 86434

Dear Ms. Watahomigie:

Pursuant to your conversation with Mr. John Rouillard, we are offering you a stipend in the amount of $800.00 for the period of February 1, 1981, to September 30, 1981.

This amount permits the completion of your Yuman Language Project with your associate John Rouillard.

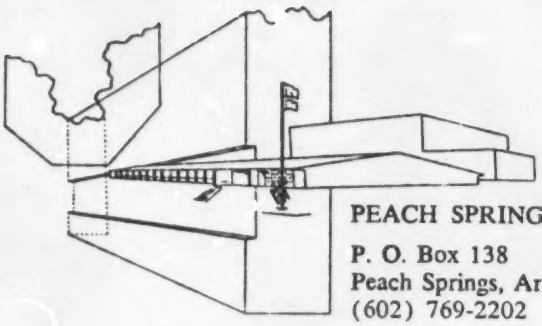
Details of this activity will be worked out between you and Mr. Rouillard.

Sincerely,

Ricardo J. Cornejo
Co-Principal Investigator

Ana María Rodríguez
Co-Principal Investigator

cc: Lynne Smith (SDSU Foundation)



PEACH SPRINGS SCHOOL DIST. NO. 8
P. O. Box 138
Peach Springs, Arizona 86434
(602) 769-2202

March 06, 1981

Ricardo J. Cornejo
Co-Principal Investigator
Project Assert Multi-
cultural Education
College of Education
San Diego State University
San Diego, CA 92182

Dear Dr. Cornejo,

I am accepting the offer in your letter dated February 05, 1981.

I have been in contact with John Rouillard and will continue until the project is completed.

Sincerely,

Lucille J. Watahomigie
Hualapai Bilingual Program

LJW/ji

SDSU

DEPARTMENT OF AMERICAN INDIAN STUDIES
COLLEGE OF ARTS AND LETTERS
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 286-6991

March 9, 1981

Dr. Ricardo J. Cornejo
Co-Principal Investigator
Project Assert
Multicultural Education
College of Education
San Diego State University

Dear Dr. Cornejo:

I am pleased to accept the offer of the mini-grant described in your letter of February 5, 1981.

At this point, I am unable to decide whether the project will result in a short monograph, however, I will consider this as a possibility.

I have been in contact with Ms. Watahomigie and you should be receiving her acceptance very shortly.

Sincerely,

John C. Rouillard

John C. Rouillard, Chair
American Indian Studies

JCR/fp

SAN DIEGO STATE UNIVERSITY
MULTICULTURAL EDUCATION DEPARTMENT

Memo

DATE: March 9, 1981

TO: Drs. Shirley Weber, John Rouillard, Rosa Fernández, and Rubén Espinoza

FROM: Ricardo Cornejo and Ana María Rodríguez

SUBJECT: Welcome to ASSERT!

We are very happy that you have accepted our minigrants. As you already know, the Project is funded by the Women and Minorities Program of NIE. It's main objective is to foster, increase and refine the participation of women and minorities in educational research.

Please let us know at your earliest convenience the name of the school district person you have chosen as your "mentee." As we told you, that person will receive a stipend of $800.00 and will work in the capacity of Research Associate to you. The amount of time and scheduling for the practitioner is to be negotiated between mentor and practitioner.

As soon as you let us know the name of the prospective participant we will officially offer that person the stipend.

So far, Dr. Roullard has already identified his practitioner. Once we have all the names we will inform all of you. Also, at the end of March we will call a session to launch our 1981 research activities.

cc: Lynne Smith

SOCIAL EQUITY TECHNICAL ASSISTANCE CENTER
6363 ALVARADO COURT. SUITE 226
SAN DIEGO. CALIFORNIA 92120. U.S.A.
TELEPHONE (714) 265-6403 OR 265-6692

RUBEN ESPINOSA
DIRECTOR

M E M O R A N D U M

TO: Dr. Ricardo Cornejo
Dr. Ana Maria Rodriguez

FROM: Dr. Ruben Espinosa RWE

DATE: March 11, 1981

SUBJECT: ASSERT Project

Thank you for your mini-grant. I believe it will be an honor to work on this project, funded by the Women and Minorities Program of NIE. I believe in the main objective of the program which is to increase and refine the participation of women and minorities in educational research.

The person I have selected, Terrie Bedwell, works in the La Mesa-Spring Valley School District as a mentee. I believe that Terrie is an excellent candidate as a mentee and has a lot of potential in educational research.

A COMPONENT OF THE
COLLEGE OF EDUCATION — SAN DIEGO STATE UNIVERSITY

SAN DIEGO STATE UNIVERSITY

Secondary Education

Memo

DATE: April 1, 1981

TO: Dr. Ana Maria Rodriguez, Dr. Ricardo Cornejo, Principal Investigators

FROM: Rosa Fernández

SUBJECT: ASSERT Project grant

I wish to express my sincerest appreciation for the minigrant offered to me by Project ASSERT under the Women and Minorities Program of NIE. Your continuous interest in fostering and increasing the participation of women and minorities in the area of educational research is most commendable.

Thank you again for considering me as one of the minigrant recipients.

Attached is an abstract of my proposed study.

APPENDIX I

EVALUATION

Evaluation Report is being submitted separately.

SDSU

MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 265-5155

January 6, 1982

Dear ASSERT Project Participant:

This is to inform you that Dr. Gilbert Anzaldúa has been hired by the Project to do the final evaluation of the Project's impact.

Dr. Anzaldúa is Deputy Superintendent and Director of Curriculum for the National City School District. He has extensive background in the area of program evaluation. He has conducted evaluations of our academic programs and his work has been outstanding.

Dr. Anzaldúa will be contacting you in the near future.

Respectfully yours,

Dr. Ricardo J. Cornejo
Co-Director

Ana María Rodríguez by R.C.

Dr. Ana María Rodríguez
Co-Director

lj

SDSU

MULTICULTURAL EDUCATION
COLLEGE OF EDUCATION
SAN DIEGO STATE UNIVERSITY
SAN DIEGO, CA 92182

(714) 265-5155

January 7, 1982

Dr. Gilbert Anzaldúa
Deputy Superintendent
National City School District
1500 N Avenue
National City, CA 92050

Dear Dr. Anzaldúa:

We are enclosing a copy of the initial proposal for the ASSERT Project for 1979 and copies of the Continuation Proposals for 1980 and 1981.

As you can see, the initial proposal was accepted but its scope of work was diminished in about 13 of its activities. The Continuation Proposal for 1980 will give you a better picture of the scope of work for the project.

We are also including a complete list of the Project participants. We had two groups or "cohorts". One group was funded for two years 1979 and 1980, and the second group was funded for one year, 1981, at a lower level.

We will get in touch with you next week, once you have had time to familiarize yourself with the Project activities, in order for us to provide you with further information.

We are also including a copy of a memo we have sent to all participants informing them about your assignment.

Respectfully yours,

Ricardo J. Cornejo
Co-Director

Ana María Rodríguez by R.C.
Ana Maria Rodriguez
Co-Director

cc: Annette Goodman
Project Officer
SDSU Foundation

lj

PROJ ID: _____

CONTRACT/GRANT #: NIE-G-79-0006

NIE/IS CLOSE-OUT FORM

This form should accompany each memo sent forward from a Project Officer to the Executive Office of the program recommending that a project be closed out.

The Accomplishments section should be a narrative description of what the project has done. This paragraph, not to exceed 200 words and written according to the attached specifications, should summarize the project's most important accomplishments. This will constitute a past tense abstract and will replace the original abstract in the information system.

The Products section should include a bibliography of the project's major products (books, articles, reports, curriculum materials, etc.). Each entry should contain standard bibliographic information, enabling interested persons to obtain the products without having to contact NIE. In some cases it may be useful to add a note describing the nature of the product (e.g., teachers' guide; a set of nine brochures) if that is not clear from the bibliographic information.

RESULTS:

a. Accomplishments:

The experimental project reported herein was designed to prepare, demonstrate and disseminate strategies to increase the participation of women and minorities in educational research. Specifically, the program trained faculty researchers in advanced research methodologies and provided district professionals with the skills to conduct educational research. The training program for faculty researchers comprised a series of Special Projects symposiums led by well-known researchers in Education and other disciplines. Training for practitioner participants consisted of intensive study and instruction from faculty mentors.

In addition to research training, faculty were given postdoctoral fellowships to pursue research in areas that included issues affecting minorities and women. Practitioners, on the other hand, were given research associate internships.

b. Products:

Final report containing a detailed description of the project.